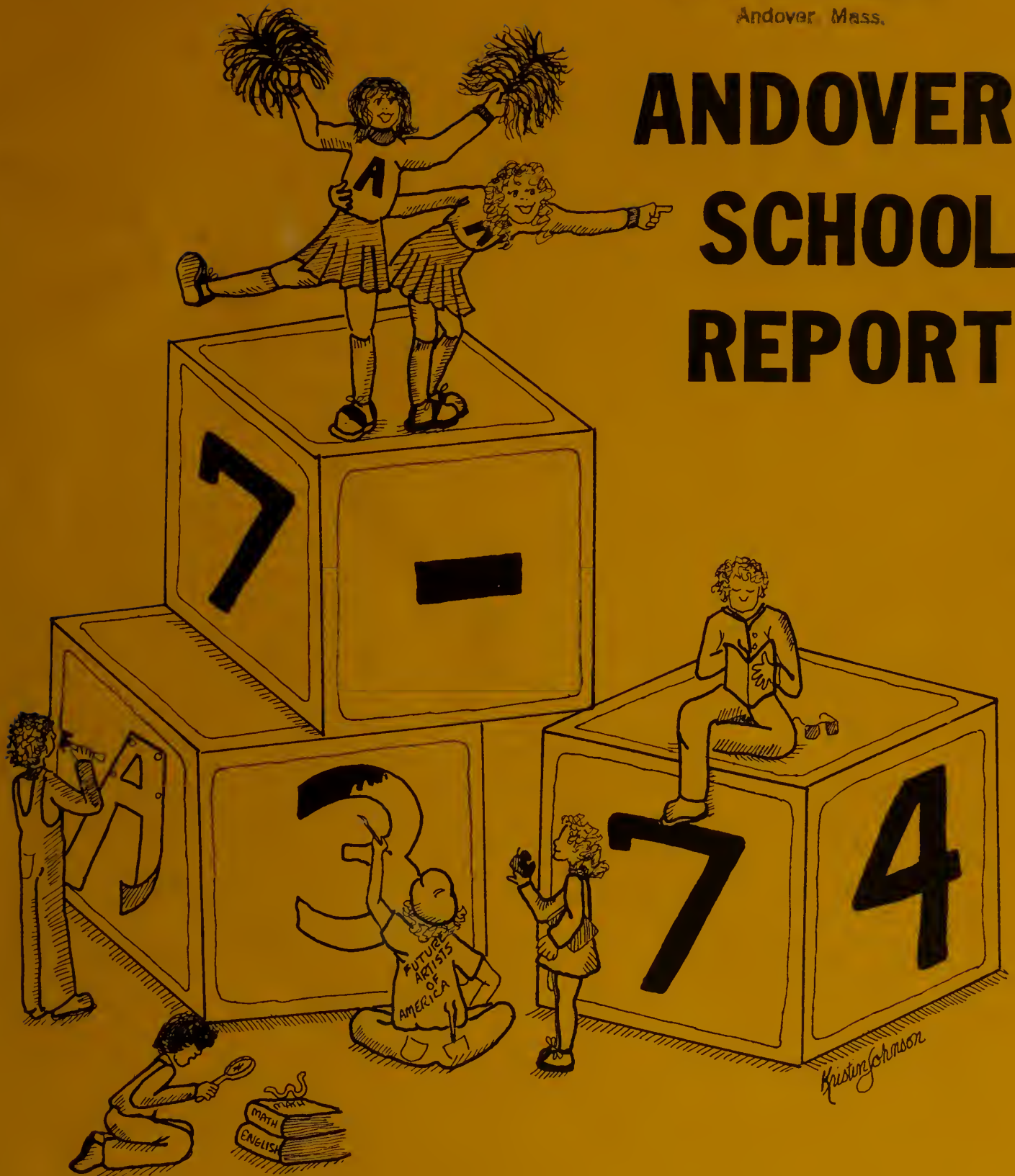


# ANDOVER SCHOOL REPORT



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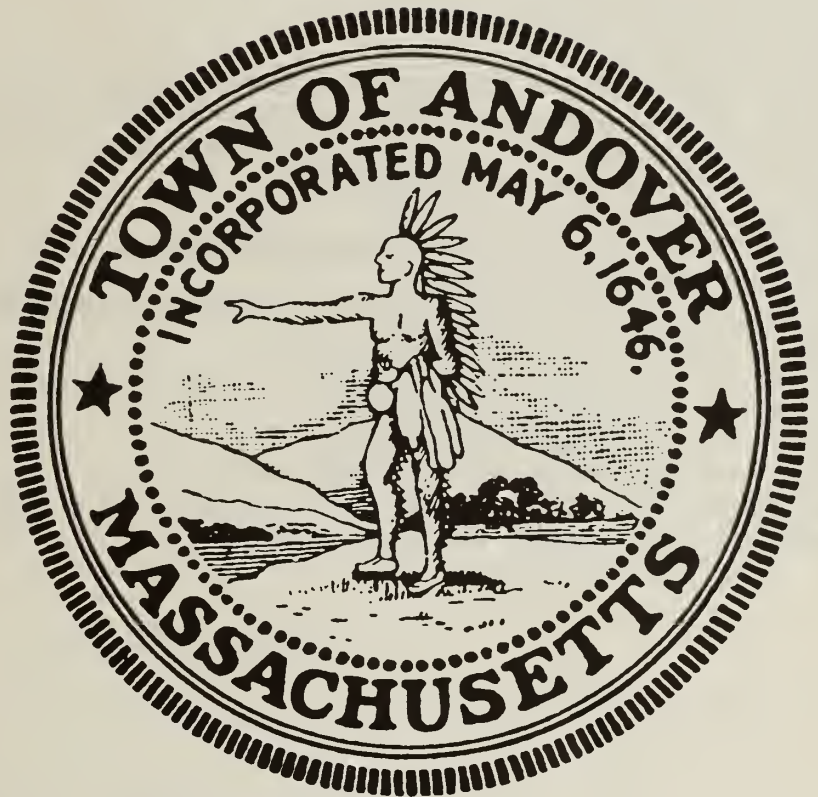
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# **ANNUAL REPORT** **1973-74**

**OF THE SCHOOL COMMITTEE**

TOWN OF ANDOVER MASSACHUSETTS



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Cover design by Kristin Johnson, Andover High School Graphic Arts Student

# SCHOOL COMMITTEE

	<i>Date First Election</i>	<i>Term Expires</i>
Dr Francis E. Griggs, Jr., Chairman 211 Haggetts Pond Road	1971	1977
Mr. Frank Hill, Jr. 53 West Parish Drive	1970	1973
Mr. William F. King Harold Parker Road	1968	1974
Mr. William Lane 154 High Plain Road	1972	1975
Mr. John Lyons 5 Rennie Drive	1973	1976
Mr. George Oleson, Jr. 2 Joseph Street	1974	1977
Mr. John Wragg 10 Standish Circle	1973	1976

## *SCHOOL COMMITTEE MEETINGS*

The first and third Tuesday of each month at 7:30 p.m.

## *SUPERINTENDENT OF SCHOOLS*

Dr. Kenneth R. Seifert 16 Ivy Lane

## *ASSISTANT SUPERINTENDENT OF SCHOOLS*

Mr. Edward P. Regan 92 Elm Street

## *PERSONNEL MANAGER*

Mr. Vaughn I. Clapp 81 Cross Street  
(Resigned 9/14/73)

## *TRUSTEES OF PUNCHARD FREE SCHOOL*

President: Rev. J. Edison Pike  
Secretary-Treasurer: Harry Sellars

Rev. J. Everett Bodge	Rev. Otis Maxfield
Mr. Arthur W. Cole	Dr. William V. Emmons
Mr. Fred W. Doyle	Mr. Malcolm J. Ruhl



### *SCHOOL PHYSICIAN*

Dr. John J. McArdle, Jr.

47 Central Street

### *SCHOOL VISUAL CONSULTANT*

Dr. William V. Emmons

9 Locke Street

### *SCHOOL CALENDAR FOR SCHOOL YEAR 1974-75*

September 5, 1974, Thursday	Fall sessions begin
November 27, 1974, Wednesday	Close at noon
	Thanksgiving
December 2, 1974, Monday	School re-opens
December 20, 1974, Friday	School closes at end of day
	Christmas
January 6, 1975, Monday	School re-opens
February 14, 1975, Friday	Close at end of school day
	for vacation
February 24, 1975, Monday	School re-opens
April 18, 1975, Friday	Close at end of school day
	for vacation
April 28, 1975, Monday	School re-opens
June 27, 1975, Friday	School closes at noon
	for the year

### *SCHOOL CANCELLATIONS*

1. It will be the policy of the School Department to close school only in case of extreme weather or travel conditions; otherwise, to hold regular sessions.

PARENTS ARE URGED WHEN SCHOOLS ARE OPEN ON STORMY DAYS TO DECIDE AS TO THE WISDOM OF SENDING THEIR CHILDREN TO SCHOOL.

2. Announcements canceling school sessions will be made over radio stations WBZ, WLLH, WCCM, and WHDH as a minimum.

### *ENTRANCE REQUIREMENTS FOR STUDENTS*

1. Children entering kindergarten must be five years old on or before January 1 of the current school year.
2. A physical examination by the family physician before admission is required of all students.
3. A copy of the student's birth certificate is required before admission.
4. First Grade - to be admitted to the first grade, a child must be six years of age on or before January 1 of the current school year or have successfully completed the kindergarten year.

# **A REPORT FROM THE MEMBERS OF THE SCHOOL COMMITTEE**

*Francis E. Griggs, Jr., Chairman*

Over the past 18 months, the Andover School Committee has taken many steps to insure that the public schools yield the highest quality education possible for the dollar spent. The thrust of the committee has been to evaluate our existing programs, teaching materials and methods, and grouping patterns of students. A system wide testing program utilizing a Standardized National Test was used as the external evaluation tool. This external evaluation was combined with internal system evaluation to form an overall program assessment. The results of the external tests for the past three years were presented to the school committee and released to the public. In this same vein of the public's right to know, College Board scores were also presented to the committee and released to the public. Where indicated, corrective steps have been taken to remedy weaknesses. This type of program assessment should result in an improved program for our students in the years to come.

The committee also spent a considerable amount of time this year in preparing a budget which would not result in an increase for the school department portion of the town's tax rate. The budget proposed by the school committee and accepted by the town meeting will result in a tax decrease without serious disruptions to the Educational Program. This is not to say, however, that every student, teacher, administrator, or staff personnel will get every thing they want when they want it. In this period of program evaluation, the committee desired to place constraints on new programs pending the evaluation of the old programs. It is the intention of the committee to make trade-off's on programs on a priority basis rather than continuously adding program onto program with a resulting cost spiral.

The year ahead will be significant as it marks the beginning of the Chapter 766 Program. This program is designed to aid the child with "special needs" on a system wide and state wide basis. Our planning for implementation of the law at this time is very preliminary in nature as the guidelines for its implementation have just been released by the State Department of Education.

It would not be proper for me, as Chairman of the School Committee, to end this report without reference to the polarized situation which exists in the Town of Andover with respect to the public schools. It is apparent, at least to me, that the majority of the towns people want less innovation and more attention to the basic skills in our elementary schools. Many, including myself, feel that a return to a more teacher directed approach would improve our children's performance in this area. I am also aware that some children progress well in our individualized programs. I have no desire to fit these children into a single mold in the way that many of our children were forced into the individualized programs. The town has also expressed its will through the Democratic process in asking that the high school curriculum be modified to increase its demands on our students. In summary then, the polarization exists between two divergent philosophies. On the one hand you have the majority of the school committee, which has been elected by the town, who feel that students need teacher direction (with teacher assistance in goal setting) to learn in the most efficient manner. On the other hand, you have a segment of the population of the town, some teachers and administrators, who feel that children learn best when they set their goals and are working at their own pace. I hope in the year to come to have a school system which permits both groups a choice as to which approach they prefer for their children.

Two other problems which exist in the town today center around the role of the school committee and the school administration. The current committee is taking its legal responsibilities very seriously in the areas of policy setting and personnel evaluation and appointment. It is evidently going to take a period of time before the administration and the committee come to an agreeable working relationship in these areas.

I am optimistic about the future of the Andover Public Schools as I believe that out of the current debates, problems and turmoil reasonable people will come forward and arrive at a consensus position which will enable the public schools to get on with the business of educating our children in an atmosphere of cooperation and mutual respect.

*William L. Lane*

Though the school year was fraught with controversy and turmoil there is much positive to report to the townspeople on their school system and its progress during the past twelve months. Human nature tends to send our thoughts over progress like a pair of skates gliding on ice while it seems to allow an inordinate dwelling on problems - both real and imagined. It will be the purpose of this report to attempt a reversal of that phenomenon.



It has been said that education is a never ending process. One need look no further than the West and Sanborn Elementary Schools to see that statement transforms into fact. Those two facilities share in the offering of a living laboratory to students from Lesley College who spend varying amounts of time during their college years with our grade school children assisting with instruction, learning from the leadership of the schools' teaching staff, tutoring and sharing a lot of their newly acquired skills with the system's professional staff. Truly this is an instructional program where all participants learn a great deal - and all made possible for the price of bus transportation for the commuting college students. Who ever said there is no such thing as a bargain any more.

Doherty and Shawsheen Schools finally received their long overdue renovations, resulting in a more flexible use of the physical plants, allowing for much needed expansion for physical exercise, cafeteria services, media centers and even lavatory facilities. Playgrounds of both schools were spruced up, new heating plants were installed, and the schools were brought up to today's standard requirements for spacial allocation, ventilation and safety.

Staff formally evaluated classroom instruction through a process called "Program Assessment" called for by the School Committee. A very thorough review of all systemwide programs pointed out many strengths and weaknesses and pointed the way for further growth and development.

A new "Intern Program" at the High School level makes it possible to see various professional and technical disciplines at work in the Greater Lawrence Community to whet the interest in one or another of countless career opportunities. Students rotate through the various departments of the local hospital, get a first hand look at journalism at the daily newspaper offices or perhaps spend some time in an engineering office - all depending on their interests and motivations.

The Student Advisory Committee, also at the High School level, took a leadership role this past year in solving its own high school dance discipline problems, it conducted a week long anti-smoking campaign which received national newsprint coverage, and it generally provided the School Committee with a sounding board for the discussion of student related policy issues.

Looking toward next year, the Committee, for the first time in more than a generation, submitted to Town Meeting an operating budget for the school year 1974-75 which holds the line on the Town's tax rate. Further, it is expected that for the next few years the school system's budget can be limited to a growth which maintains a steady tax rate, growing only in proportion to Andover's valuation growth.

Also, looking to next year, the school system has prepared itself well for the implementation of a new State law which will, effective this September, require all communities to provide or acquire appropriate courses of instruction for all educable children. Actually, Andover has long since initiated programs for youngsters with learning disabilities and other forms of opportunities for children with special needs, so what remains is for those programs to be expanded - not initiated. Much of the rest of the State will play "catch up" here and will undoubtedly look to the Town of Andover as a model to be emulated.

Finally, one cannot ignore the controversy that has beset the School Committee, the system for which it is responsible and the Community itself during this past year. It is real and if left unattended it threatens a regressive pattern for Andover education in the months and years ahead. What began several years ago as an honest difference of opinion as regards the issue of individually guided instruction versus the more traditional approach to the educational process has deteriorated to a point where very few listen while either side attempts to engage in meaningful discussion. Rather people with opposing points of view want patiently - and at times not so patiently - to have their say too! Perhaps the recent vote of the School Committee to formally halt both types of instructional programs beginning in September 1974 will help to bring some semblance of order to the Committee's deliberations. That together with a forthright effort on the part of each School Committee member to follow a process to accomplish the stated goals of the school system which is fair and equitable to all parties concerned (other committee members and the public as well) will do much to restore a sense of dignity and a respect to the School Committee it has not earned in this past year.

*John F. Lyons*

My first year on the Andover School Committee was one of familiarization. It has been quite a learning experience.

Among the goals I set for myself during the year were the following:

- To try to encourage course development that would a) emphasize basic skills, b) bolster the feeling of worth of the individual regardless of when education is terminated, c) increase guidance in the middle grades toward a vocational type of education, if indicated d) further development of workstudy programs, e) improve communication between Administration, School Committee and Townspeople.

The budget for the coming year has resulted in no increase in taxes and will, hopefully, be the beginning of a series of such hold-the-line budgets. This has been achieved without any impairment in the quality of the educational system.

A considerable amount of time was spent discussing external testing procedures. A policy was implemented in September which provides for an achievement test to be conducted once a year that will compare Andover students with state and national norms. I feel that with judicious use of appropriate testing materials many benefits can accrue from this program.

Each student will receive a personal performance report. Parents will be able to learn their child's standing in relation to other Teachers, Administration and School Committee will be better able to evaluate the new programs that have been introduced in recent years. I believe the residents of Andover are entitled to have a report as to how their school system is performing, and an outside frame of reference such as a national achievement test can help to provide this information.

I would like to thank the administrators, teachers and other personnel who have helped me become familiar with the school system and its programs over the past year.

*John G. Wragg*

The first year of my stewardship on your school committee was both interesting and challenging. My thanks go to those who aided me with their constructive viewpoints and their patience.

A key objective of providing more information to the Town regarding financial and educational performance was largely achieved. Monthly financial reports and expenditure trends were made public. Both achievement test and College Board test results and trends for the past five years were also publically released. While the results are not palatable in several areas, they nevertheless provide a reasonable baseline from which value judgements can be made to improve the system.

The school budget burgeoning over the past few years, was brought under reasonable control. Although the school tax rate was significantly reduced this year, Andover's projected per pupil expenditure easily remains the highest in the area. This provides assurance to parents that the educational quality of the system will not be impaired by a lack of funds.

A survey of school committee activities over the last five years revealed that policy guidelines for the Administration were nearly non-existent. Corrective action in this area was therefore indicated. Thus, a draft of a School Committee Policy Book has been generated and presented to the School Committee and administration for comment. It is anticipated that when you read this, most of the policies contained therein will have been approved by the School Committee and the Policy Book will be in the publication process.



This book will be the primary educational and administrative guidance document for the system effective September 1974. Placed in town and school buildings, the School Committee Policy Book will be readily accessible for reference by members of the Andover community and other interested persons.

The advent of the Policy Book was at least partially the result of the Superintendent's plea for direction from a School Committee whose makeup has changed considerably. Such definitive direction has, of course, not been deemed necessary by the administration in the recent past. It is intended that this document provide adequate guidelines in both letter and intent for the administration as the basis for an improved relationship with the School Committee.

Finally, some comment on curriculum appears appropriate. To me, we appear to be in a time which has very little use for value judgements. Thus, it is not unusual for those responsible to assume that all educational texts, styles and ideas have equal worth, either as a means of instruction or as the basis for truth. The result is that much junk has been quickly and often tragically accepted as high class educational goods. In addition, the recent impetus toward new and frequently unproven courses and teaching techniques has too often resulted in dramatic decreases in students' ability to master the basic intellectual tools. Colleges are now deploring the growing inability of incoming students to read, write and speak with coherence, let alone with style. This capability has and always will be gained only by dull repetition of lessons and just plain hard work. This capability is the cornerstone on which all that follows is built. In Andover, many are concerned that something less than a strong basic educational foundation is being provided in our curriculum. This concern is underscored by declining results and eroding five-year trends in our system-wide achievement and college entrance examinations. While these tests do not, and never can, provide a full evaluation of all that is taught here, the downward trends exhibited in the basic skills are not to be ignored. To the end of improving this situation, I will continue to pursue a program of in-depth curriculum evaluations in each school department. I am hopeful that where strengthening of the basic curriculum is indicated, positive immediate action will be directed by the School Committee and administration. It is my intention to do all I can to arrest and reverse the current unfortunate trend. With hard work, proper guidance, and the dedication of our teachers I feel we can substantially improve our educational system.

*George F. Olesen, Jr.*

In my short term on the Andover School Committee, I made the following observations:

- 1) We are gifted with many outstanding school teachers.
- 2) I see no need of any new schools for at least the next 5 years, with replacement of the Shawsheen School a matter of consideration in a 5-10 year range.
- 3) The School Department is about to enter into a course of offering alternatives in education which should maximize the educational use of our tax dollars.

Based upon these observations, I would like to share the following thought on the future.

- a. The School Committee will address itself to achieving greater discipline in our schools on both studies and conduct.
- b. Considerations should be made in the near future to greater educational utilization of the High School-West Junior High complex as a 4 year high school and the use of the East Junior High as a middle school grades 7 and 8 only. The educational advantages can be considered in the light of greater utilization of the Vocational School who accept students starting at the grade 9 level. All high school courses then would be under the same administration. The educational and economic advantage to both students and tax payers should be the only basis of consideration given to such a plan. I look forward to such a proposal.



# REPORT OF THE SUPERINTENDENT OF SCHOOLS

*Dr. Kenneth R. Seifert*

The 1973-74 school year was a most eventful one. The most significant long-term event this year was the opening of the Doherty-Shawsheen renovation project. In just a few short months both schools were converted to flexible schools with the capability of instructional alternatives. The cooperation of parents, students, and staff was exemplary. The assimilation of the students to the other four elementary schools was a monumental task achieved with a minimum amount of problems. Both of these schools should have good physical plants for at least the next 30 years.

For the fourth year in a row our budget rate of increase was lower than the previous year. In the next few years we will attempt to keep our increases within the increase of assessed valuation. This means, if we are successful, the school tax rate will not increase. On the other hand, it may mean that some services will be curtailed or dropped in order that we live within the given amount of dollars.

The staff worked most diligently in preparing for the implementation of Public Law 766. We do not feel the law is going to create serious problems for us. We have attempted to meet the special needs of students for many years and have done a most satisfactory job. This is a credit to the community and the staff.

Every program in the school system was assessed. It was the most comprehensive approach in looking at ourselves we have ever undertaken. Although the report did not receive the public exposure we would have appreciated, it was a most worthwhile project for the staff.

It revealed areas of strength and areas to be strengthened. Once again, budget limitations necessitated we not establish additional programs. These major topics represent only the most significant of the multitude of activities of the past year. Looking to the year ahead, we have equally important tasks before us.

If we, as a community, believe that there are growth and developmental patterns for children, that children have intrinsic motivations, that although we must preserve all that is beneficial of the past, we must

be equally concerned with the future, then our educational community must be prepared to provide for these factors. Educators must be free to suggest what in their professional opinion is best for each child. Education, by the nature of the clients it serves, must have alternatives because student needs differ. We will attempt alternatives at each school. With cooperation from all sides, I am confident in the workability of such provisions. Our focus must be on the most appropriate atmosphere for each student.

In conclusion, at this critical time, we cannot afford preoccupation with labels such as "liberal" and "conservative" which serve only to deter us from our task. I would suggest that for the following year we take a page from the book of our forefathers. Let us have the courage to face the future and work together to solve our problems.

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#### SCHOOL CENSUS INFORMATION AS OF OCTOBER 1, 1973

Children in the compulsory school age bracket of 5 to 16 years old:

	5-7	7-16
Public Schools	763	5487
Vocational Schools	0	8
State Institutions or Special Schools	4	29
Private Schools	97	590
Not In Any School	1	2
	<hr/>	<hr/>
Totals	865	6116
Boys	424	3109
Girls	<hr/> 441	<hr/> 3007
Totals	865	6116

# REPORT OF THE ASSOCIATE SUPERINTENDENT

*Dr. Harry S. Westcott*

Annual reports customarily deal with the things that have taken place. For a newcomer, writing for an annual report virtually demands a forward perspective since what has gone on before can, at best, only be regarded as hearsay.

But first a personal note. What is the rationale for a top ranking educator to join forces with Andover as an Associate? Some have asked, "Why, when you were a superintendent elsewhere, would you be interested in being an associate superintendent here?" The answer is...in naval terms...it is better to be executive officer of a cruiser than skipper of a minesweeper.

A quarter century of professional education in neighboring Rhode Island revealed certain areas as outstanding, especially the Greater Boston region where education practices were not limited to fundamental matters, but allowed some flights into unknown realms where discoveries could be made about how children learn and what "turns kids on"! Much like responsible corporations being involved in research and development while maintaining the "bread and butter" production schedule, places like Newton and Andover found it possible to investigate untrod meadows. A case in point is the widely renowned "AIRS" reading program which has drawn national attention and results in a high level of accomplishment in reading for Andover pupils. Educators like this kind of environment.

Andover is an exciting place educationally. Where teachers in many sections of the country stayed out on the first days of school, Andover teachers were on the job early; where administrators and Boards are at odds across the country, Andover relations are optimistic; where students are staying away from school this fall in droves, Andover's students returned enthusiastically (96.98% attendance the first day of school at Andover High); where non-teaching personnel in some communities refused to work without a contract, Andover transportation people were on the job at the beginning; where children in some towns are in crowded school rooms with inadequate supplies, Andover children entered sparkling clean rooms equipped with every conceivable need for instruction.

The following paragraphs are a capsule of how we see our role. As in towns and cities all over the United States, there is concern that children be properly equipped to cope with an uncertain future through a sound grounding in skills of reading and computation and a strong demand that the quality of preparation be demonstrated through evaluation procedures that are objective. This is as it should be and places responsible educators in an arena in which they are comfortable and competent. Program monitoring and accountability to parents are basic to good public school practice. This is an on-going task to which we will address ourselves this year with enthusiasm.

Although Andover has been attentive to the needs of children with special needs for as long as anyone can remember, a new emphasis has been placed on these pupils under the provisions of "766", a law specifying procedures for insuring that children with special educational needs get their fair share of care, instruction and remediation. Andover's Pupil Personnel Administrator and her staff of seven, coordinated with all administrative and instructional personnel, assure Andover's children with special needs of every possible consideration under Law 766 and that "extra mile" that makes life worthwhile for the afflicted. We are committed to continuing and developing this program.

Sound community planning and deliberate attention to control of housing starts and in-migration have provided Andover with a relatively stable overall student population, despite evidence of a bulge going through certain grades. Without the apprehension of a burgeoning population and the necessity to build new schools each year, Andover school officials have been able to work on converting facilities to contemporary modes for optimum use. We consider it our responsibility to see that children in these facilities are assisted in realizing their greatest potential in classes organized around their needs.

Financially, Andover schools are sound. Careful management combined with vigorous effort make it possible to hold the line while all around us the economy gallops upward alarmingly. Some Andover homes have doubled in market value in the last ten years and land alone for home building is currently priced at levels which previously included the house. Yet the school budget is held stable with "belt tightening" the watchword. We feel that battles with inflation fought and won on the home front eventually can win the war. We intend to mount the charge.

These, then, are some of the impressions and endeavors as seen by Mr. Newcomer to the system. Obviously these are non-comprehensive, but should be regarded as a sampling indicative of others perhaps equally as important. Our sights are leveled, ready for appropriate targets--we welcome your comments, suggestions, and above all, support.



# A REPORT FROM THE BUSINESS SERVICES MANAGER

*Edward A. Weil*

The year of the 18-month budget is over. The problem of trying to predict our needs, while difficult, was not insurmountable. We ended with a surplus of over \$36,000 in the salary portion of the budget and over \$32,000 in the expense portion of the budget. These amounts are being returned to the town's general fund. It should be noted that in addition to this, \$150,000 from the salary portion of the budget was used to cover deferred salaries.

The school budget is one of the largest expenditures of the town and, of course, represents the extremely important function of educating our youngsters. There is a wish on the part of everyone within the administration as well as all taxpayers to keep this expenditure under control. Unfortunately, during this past budget period, we saw fuel rise from \$3.25 a barrel to a high of \$16.44 a barrel. We saw the electric bills increase by 30% to 40% due to fuel additional costs. We saw paper go from \$.85 a ream to \$1.85 a ream. We also saw everyone's cost of living rise. Since salaries represent 81% of all school costs, we know that there will be a severe upward pressure in that portion of the budget.

Facing these realities, it is quite possible that we can achieve a more economically efficient school system, reduce some services, and still be faced with increased expenditures. The balance that we achieve during this period will require everyone's understanding, everyone's suggestions, and most important everyone's genuine and open participation in the budget process.

Busing of children in the last 18-months has changed a great deal as most of you know. Through the use of a computer, we were able to revamp all bus routes in town resulting in a much more efficient routing system. We have now reduced from 29 to 25 buses, and yet are transporting more children. This represents not only a substantial yearly financial savings, but also an appreciable fuel savings during this energy crisis. Another innovation during this period was the installation of two-way radios in every school bus. The cost was minimal; the results have been great. Several times when buses broke down, others were dispatched to the area immediately, and your children were promptly delivered in spite of vehicular failure. Cases of lost children, which always use to cause great anxiety, can now often be solved in a few seconds.



A report on busing would not be complete without making note of the public service that your bus drivers perform. In many instances they used their radios to report accidents and fires that they observed while driving. They have promptly dispatched help, saving property and even lives. Several of the drivers have enrolled in first aid courses so that they can better care for your children should an emergency arise. Andover can truly be proud of these drivers and the job they are doing.

The cafeteria was faced, during this 18-month period, with the same food cost increases that all of us as individuals so sadly experienced. We were forced during this period to raise hot lunch prices from 30 to 35¢ and milk prices from 5 to 7¢. We still compare favorably with other schools in the state. Our meals are popular with the youngsters as we feed approximately 2/3 of our students, which is much higher than the state average. We could increase that average even more by serving pizza everyday, but we know that this is not good dietary practice.

It is with sadness as well as pleasure that we note Mr. Mangifesti's leaving us during this period. Sadness because of the tremendous contribution that he made to Andover both as a cafeteria manager and as a human being with his impact upon our town. We are glad for him, however, because he is moving up the ladder of success in his profession. He has been replaced by Dick Barron who, I am sure, you will all find is a competent, capable, and personable cafeteria director. We wish him well.

This report would not be complete without mention of our fine custodial staff. Twenty-four hours a day, day in and day out, they keep our schools clean and attractive for our youngsters and our teachers. Because of budgetary restrictions they worked all summer without their usual additional help, and still the schools were in fine shape when we started school this fall. Thanks for a job well done.

# FINANCIAL STATEMENT

January 1973 through June 30, 1974

	<i>Salaries*</i>	<i>Expenses</i>	<i>Total Expended</i>
1000 Central Office	\$ 222,440.31	\$ 63,982.23	\$ 286,422.54
2100 Supervision	218,711.63	000.00	218,711.63
2200 Principals	512,122.41	31,640.02	543,762.43
2300 Teaching	6,928,114.95	450,492.94	7,378,607.89
2500 Library	223,698.00	43,274.57	266,972.57
2600 Audio Visual	22,091.56	23,027.71	45,119.27
2700 Guidance	367,130.31	24,162.11	391,292.42
3100 Attendance Officer	1,250.00	000.00	1,250.00
3200 Health Services	81,018.05	8,395.96	89,414.01
3300 Pupil Transportation	000.00	468,652.35	468,652.35
3400 Food Services	10,000.00	000.00	10,000.00
3500 Student Body Activities	000.00	99,695.55	99,695.55
4100 Operation of Plant	542,072.36	540,706.84	1,082,781.20
4200 Maintenance of Grounds	000.00	1,973.42	1,973.42
4220 Maintenance of Buildings	23,679.20	202,908.97	226,588.17
4230 Maintenance of Equipment	000.00	6,375.80	6,375.80
4240 Replacement of Equipment	000.00	1,123.52	1,123.52
5000 Fixed Charges	000.00	100,937.27	100,937.27
6000 Community Services	000.00	33,000.00	33,000.00
7000 Acquisition of Fixed Assets	000.00	59,135.51	59,135.51
9000 Programs with Other Systems or with other than Public Schools	<u>000.00</u>	<u>8,278.05</u>	<u>8,278.05</u>
Total Expenditures	9,152,330.78	2,167,762.82	11,320,093.60
Appropriated	9,188,577.00	2,253,563.00	11,442,140.00
Returned to Town	36,246.22	32,456.16	**68,702.38
Appropriations carried forward	000.00	53,344.02	53,244.02

\*Includes deferred salaries earned during 1973-74 school year and paid during July & August of 1974.

\*\*Plus \$150,000.00 used to pay deferred salaries.

# TRANSPORTATION REPORT

*Sam Arcidy, Transportation Assistant*

"10-4 YELLOWBIRD - 5"

This is typical short wave radio jargon heard daily between Yellowbird base in the Stowe School and the school bus drivers in Andover over the system of citizen band radios installed in the buses. For new residents of the Town, the word "Yellowbird" may conjure up fond memories of the former Northeast Airlines commercials coaxing perspective florida vacationers to fly their airlines. However, the word "Yellowbird" in Andover is now synonymous with the Andover School bus drivers of independent owner operators. Since this system of instant communications with the bus drivers has become operational, it has relieved much anixety over mechanical failures, sudden storms, lost kindergarten kids, etc.

The CB radios were not the only new feature of businø in Andover during this past year. A precedent was established when a women competitively won a contract to transport students. Although this was precedent setting in Andover, women bus drivers are common in surrounding communities.

If some students were surprised about riding with a women driver when school began this year, many other students soon discovered that they had a different bus driver from the previous year. This was the result of an ambitious project to revise the bus routes. It was quite evident before the revisions that many inequities existed in the routes. The route revisions were an attempt: A. to eliminate these inequities, B. to maximize the efficiency of the routes and C. to realize any economies that might result from this increased efficiency in terms of reduction of the bus force. As a consequence of the routing plan that finally materialized, it was possible to eliminate some buses. However, the most beneficial effect of the route revisions was that a system was developed that could be utilized effectively to re-draw bus routes to meet any future demands, adjustments or emergencies.

The energy crisis was an unanticipated and sudden event for everyone including the school bus drivers. Waiting in line for two dollars worth of gasoline for a school bus that averages about five miles per gallon, was even more frustrating and fruitless for the bus drivers than for the regular motorist. Since the drivers do not have an exclusive source of bulk storage for gasoline, it was necessary to ensure their supply from local gas stations through the Federal Energy Office.

Another new development this year was the requirement to prepare for implementing Chapter 766 which contemplates changes for students with special needs. Currently, the Andover, North Andover, Lawrence and Methuen School Systems are exploring the possibilities of a regional collaborative in transporting students with special needs. Hopefully, this venture will substantially reduce the cost of this transportation by each community sharing the expense through competitive bidding on a regional basis. Competitive bidding on special transportation routes may result in different drivers for these students. This can present a very difficult situation for the children involved if the transition is not supported by parents, teachers and former drivers. It should also be considered that Andover could lose a substantial amount of reimbursement if the competitive bidding laws are not followed.

Most definately, this has been a lively, interesting and very challenging year for the transportation department in school system.

## **CAFETERIA REPORT**

*Anthony Mangifesti, Director*

The past year was a rather successful one. In spite of rising costs, the cafeteria department showed a small profit. This was accrued by various alternate programs that the department sponsored through-out the year, such as banquets for different civic groups. We were able to satisfy several P.T.A., church, town & school groups to help make our department feel a more necessary part of the school system.

The elderly feeding program began in November of 1973 and seems to have played an important role in satisfying the much needed demands of our senior citizens. It has played a dual role of getting them out of the house to become involved with other school & civic activities, and to help make their day a more enjoyable one.

A school wide poll was taken to determine what the students desired of the food program currently offered, and what changes they would like to see evolve from it. A new morning snack bar was initiated at West Junior which was received very well by students even though it is run for a relatively short period. It is at least paying for itself, so we will continue running it on this premise.

All things taken into consideration, I feel our food service program is one of the best in the state. It has aided and will continue to be a very important relations factor in the school system.



# ANNUAL REPORT OF THE PRINCIPAL OF ANDOVER HIGH SCHOOL

*Philip F. Wormwood*

Recently a seventeen-year-old girl in the senior class requested an early graduation so she could accept an out-of-state job which would enable her to earn money to pay for a training program in hotel management. I had to admire her confidence and her maturity. I also saw her as an example of the modern girl who feels completely comfortable with the new role that women are assuming. She will graduate early, she will work in Florida, and I strongly suspect that she will eventually be a manager.

This girl is one example of the continuing changes that are affecting the nature of education. One measurement of this is the student response to the kinds of programs that the school offers. The elective English program with twenty-six courses is very popular and a number of students are electing more than are required. Yet experience with this program has shown the school that more precautions must be taken to insure that all students have learned their basics in English. In the future, all students will be tested before they are scheduled and no student will be permitted into the elective program before he or she has acquired the basics. In addition to this, students once in the elective program will be guided by the English teachers to choose those courses which will be most beneficial to them.

Examples of other courses that have been very popular are Oceanography in Science, Crime and Punishment in Social Studies, and TV and Video Tape in English. Oceanography has a degree of reality about it that includes getting students down to the beaches to study marine life and tidal effects. TV and Video Tape has students writing and producing programs that are filmed on video tape. Crime and Punishment gives students a firsthand view of courts, jails, and social agencies either through field trips or through presentations by people in the field such as judges, law enforcement officers or social workers.

On the other hand, student response has been low in some of the offerings in Industrial Arts and Foreign Languages. Both departments have courses that are filled, but some of the standard courses are not attracting as many as before. The number of students in the Work Study program has increased so that ninety-five are now participating on a schedule that permits them to take all their courses in the morning and to work in the afternoon. The Educational Involvement program that provides high school students with the opportunity to serve as teacher assistants in the junior high and elementary schools is popular and thirty-five are participating in this activity.



The Child Development course has also become increasingly popular. Part of this program activity is to establish an actual nursery program at the high school, giving students the opportunity to learn how to care for children in the two to four-year-old range. A phenomenon at the high school where local enrollments are not reacting to national trends is the Science program. Nationally, enrollments in Science courses are dropping, but at the high school they have steadily increased.

A procedure adopted two years ago that is gaining in popularity is early graduation. This year will see students concluding their education with the end of the first semester in January. These young people have met all the regular diploma requirements and have selected the option to leave early to work, to go into the military, or to enter higher education. A surprising statistic on this is that of the thirty-eight that have elected this option thirty-one are girls.

#### Future Directions

From the local evidence at hand, as well as national trends, the following significant directions seem predictable:

A. There will be a considerable emphasis in the development of career-related programs. Two years ago the Federal Government gave major priority to this direction and there are many voices within education today that are advocating a close school and job relationship. In the years ahead it can be expected that public education will be influenced by those who advocate an emphasis on occupational preparation within the high school program.

B. Somewhat in opposition to the previous emphasis, many young people are searching for basic answers to the meaning of life. They participate in programs relating to younger children and in classes they question some of those fundamentals that many adults hold. Formal education is not automatically accepted as the basis for a successful future. This attitude could result in more high school programs focussing on human behavior and understanding and giving more emphasis to developing the capabilities of self-awareness and critical thinking.

C. The high school program of tomorrow to be relevant must acknowledge the maturity and the knowledgeability of its young people. Although they, at times, can involve themselves in immature activities, it would be a mistake to assume they are the young people of past years and present them with the same educational programs that existed then. Tomorrow's programs must be consistent with the twentieth century and all that its progress implies.

D. A positive factor that is appearing and which will affect education is the willingness of many young people to be critical of practices not only of those outside their age group, but within it as well. The high school anti-smoking campaign was an example of this. Approximately forty percent of the student body smoke to varying degrees. Yet a campaign to discourage smoking was organized by a group of students who aimed it at their peer group as well as adults. The greater the willingness of the high school student body to examine and control its own behavior, the greater are the opportunities for school personnel to develop programs that rely upon student responsibility. Out of a hectic period of student activism when young people were protesting factors outside of their own group culture has come a maturity that reflects itself in the willingness of self-examination. This represents a strong hope for the development of valuable educational programs based upon student self-responsibility.

E. As progress in student responsibility as described in the previous paragraph is being realized, the existence of another type of student who does not relate to the regular school program is becoming evident. This type of student can be hostile, apathetic, negative, destructive and non-productive. Simple expedients such as giving extra help on the regular lesson simply does not work. These students do not identify positively with regular classes, regular procedures or any of the other acceptable practices that are part of the normal educational program. To meet the emotional and psychological needs of these students, alternative programs will have to be developed that depart considerably from accepted procedures. These programs must de-emphasize compartmentalized time periods within which subjects must be taught and, indeed, it must also de-emphasize the compartmentalization of knowledge into separate subject areas. This program must take these hostile or apathetic students and develop their self-awareness, self-respect and self-confidence because, if the attitudes and values are not modified, there is no solid base to construct their educational program.

F. Lastly, there are some significant differences in the thinking of young people that can eventually bring about changes not only in education but society as well. There is more awareness of individual rights which leads to the challenge of some accepted authorities. The goal of materialistic gain as a guarantee to happiness is questioned. Somewhat related is the high value placed upon humanistic pursuits. National surveys have indicated that the opinions of many high school students differ from adults on matters concerning drugs and sex. The change in our liquor laws which recognizes eighteen-year-olds as adults has had many side influences which affect the school. One of these is the recognition that eighteen-year-olds can attend school where they reside although their parents may be in another community.

A number of the examples that have been used to illustrate changes underway are not necessarily new, but the numbers involved have increased to the extent that one can surmise that new directions are being established.

### Present Developments

Although these changes have created adjustment problems, the high school, nevertheless, had some exciting developments. Many programs are integrating the concepts of individualized learning and individual progress, replacing the consideration of a class as a single unit that is taught as a single unit and progresses as a single unit. There are more opportunities for experimental learning such as the ninety-five students who are on Work Study programs. Approximately forty will participate in the Intern Program where students are located in outside organizations for ten weeks. Thirty-five are spending two class periods each day in elementary schools as teacher assistants. Students are writing and video taping their own productions. A French class uses French cooking as a means to learn the language and full meals are prepared at students' homes. As the class members dine, they must converse in the French language. A Graphic Arts shop is operating largely through student help and is taking care of much of the school system's printing needs. Students in the Child Development classes learn nursery care by actually taking care of two to four-year-olds that are left at the school. The Musical presentations that the high school students gave during the Christmas season were well received. The Physical Education program is now offering a number of electives within its curriculum. These offerings have considerably improved the attitude of the students toward Physical Education. During the past year, real progress was made in converting the high school library into a multimedia center which enables students not only to sign out books, but also tapes, film loops, cassette players, slides and projectors. Departments are also utilizing this center by including video tape recorders, cassette recorders, and other forms of visual or auditory media into their programs.

Lastly, as principal of the high school, I feel that the most significant development occurring is the growing understanding of students that their attitude and behavior have a direct influence on what their school can do. The more this concept of responsibility develops, the more students can become involved in what their school can be. This concept holds much promise for the future of education at Andover High School.



# REPORT OF THE PRINCIPAL OF ANDOVER EAST JUNIOR HIGH SCHOOL

*Dr. Richard F. McGrail*

Acknowledging the impact of the Energy Crisis, the year 1973 will undoubtedly be remembered primarily as the year of Watergate and all its related issues. It appears quite obvious that one of the offshoots has been a certain amount of cynicism related to society's traditional values. This has been one effect that seems to have been felt by pretty nearly all segments of our society, regardless of age, sex, or political persuasion.

With this as a background, we at the East Junior High School have been particularly pleased to note an increase, rather than a decrease, in the concern over the welfare of others by a large segment of our student population. While continuing to acknowledge our problems and limitations both as individuals and as institutions, I think it appropriate at times to pause and reflect on some very positive happenings. It was particularly heartening for us to note the great deal of time and energy devoted by students to charitable causes in the weeks prior to the Christmas holidays. The "Toys for Tots" campaign, the collection of canned goods to be distributed to the needy by the Salvation Army, and the girls in sewing classes making items for the children in Tewksbury Hospital are a few of the projects engaged in by the students. Each was an unqualified success and perhaps a more meaningful and lasting educational experience than we could ever imagine. Perhaps the most satisfying of all was to observe the warm reception given by our students to the senior citizens who dine each day at the East Junior High School. For us, these things help to reaffirm our belief that young people can and will accept a challenge and that many of our worthwhile, traditional values are truly alive and well.

While there were numerous individual and group achievements in just about any area of the curriculum that could be reported, I think it safe to say that the one happening that has most affected a positive change in school climate has been the introduction of Learning Teams in grade seven. The emphasis from the beginning was not so much a change of school organization but a change of approach. It was our hope and our goal to make the curriculum serve the student rather than the student fitting a rigid curriculum, as is unfortunately so often the case. It was our hope that by making "knowing the student" our top priority, we could ease the transition from elementary school to junior high school as well as greatly enhance our ability to diagnose student needs and prescribe appropriate treatment. As 1973 drew to a close, our original assessment indicated the program has been quite successful. We recognize problems of scheduling, staffing, lack of flexible spaces, etc., but our primary goals appear to have been achieved.

I have chosen the above topics to highlight for this years Annual Report because I feel they are consistent with a planned direction for the school dating back to 1970. As we look ahead to 1974 and beyond, we see the following priorities for the East Junior High School.

1. Expansion of Learning Team concept into grade eight. As this report is written, the planning is already under-way for September 1974.

2. Assessment of special subject areas. We are currently examining our special subject areas in order to bring our offerings more in line with students needs in the 1970's. The new emphasis throughout the country in career or occupational education necessitated a hard look at our current programs. Our goal here is to make students more aware at an earlier age of alternative career possibilities without forcing any kind of commitment.

3. To work together with the other two secondary schools to improve programs currently available to our terminal students. By no means do all our students in Andover go on to higher education, but our existing programs are still heavily oriented toward college requirements. This goal is tied in directly with #2 above since we must make alternative school programs as well as alternative careers more attractive and relevant.

4. Increased involvement by students in the concerns of the community. As mentioned earlier in this report, ample evidence exists to show that students do respond to a challenge. Our earlier description of this involvement was limited to charitable or humanitarian interests, but we see this involvement broadening to include all kinds of civic concerns such as Town Planning, Ecology, Municipal Offices, etc. The Social Studies Department, Student Council, and numerous student interest clubs are all working in this direction.

All of the above is to be achieved without in any way diminishing the quality of basic education offered the young people of Andover. It is possible to offer this broad assurance due to the relatively sophisticated approach to program assessment initiated throughout the school system this year.

As educators, we are frequently questioned as to the ever increasing range of our goals and objectives. Aren't we actually increasing the likelihood of failure in our basic task when we broaden our responsibilities? While admitting that this possibility exists, it seems to me that, given the all too obvious needs of our students and the unavailability of alternative solutions, the schools must accept the challenge.



# REPORT OF THE PRINCIPAL OF ANDOVER WEST JUNIOR HIGH SCHOOL

*William E. Hart*

## I

"Times do shift, each thing his turn does hold; new things succeed, as former things grow old." The words of poet, Robert Herrick, have a special message for educators to maintain a dynamic approach to learning.

The many changes in our society in the past decade have had a profound effect on the children in our schools. These boys and girls are not the same type pupil we served in the 50's and early 60's and we cannot expect the materials and teaching styles to remain the same. The flexible school organization can adjust to these needs without creating undue anxieties for parents, staff or students.

## II

Our theme "Program Assessment - Top Priority" focused the attention of the entire staff and faculty on the examination of all programs to determine specific needs of students as well as establish priorities relative to the resources available.

The assessment project was completed on January 15th with students being identified as low, average or high achievers. The rationale for each category of students was determined by the staff. In defining each group the faculty determined the needs related to materials, space, personnel, grouping and time for each to learn efficiently. An evaluation technique was established to measure the effectiveness of each sub-group. The program assessment highlighted the importance of a flexible organization.

In September, we introduced a new type organization in the seventh grade. Both Junior High administrators developed a design which would accomodate seventh grade students in "teams" and provide a flexibility within the school day which would allow teachers to make judgements concerning each student and plan groups and materials accordingly. Each team consists of approximately 120 students with a "core team" of four teachers. One of our basic tenets was that teams had to be developed from teachers who were convinced of a need for a change and voluntarily agreed to participate. An "in-service" proposal was developed for weekly sessions throughout the Winter and Spring. All team members met in a Summer Workshop held in August to finalize their plans and formulate administrative policies for team organization.



*"Arsenic and Old Lace" in rehearsal*



*"Photo Lab" at West Junior High*

This type organization changes the communication pattern between teachers and among students. Teachers can coordinate the discipline more easily since all have the same planning time and all serve the same students. Where learning techniques have been successful with particular groups or individuals, these approaches can be extended to other team members for consideration and implementation. The team collaborative allows for the sharing of problems as well as successes. Students who are uncooperative are identified and the "team" takes a united approach to change behavior.

Team members feel they have just scratched the surface in terms of flexibility. After functioning for one-half year with a much greater feeling of confidence, teachers are effecting greater varieties in grouping and materials to better serve low, medium and high achieving students. It is the opinion of the teachers that this type of scheduling enhances the individualized nature of our programs.

A combined parent and faculty group are planning a survey designed to obtain reactions from parents and students involved in the "new plan".

### III

An individualized program in mathematics is now available to all seventh and eighth grade students. Both IMS (Individualized Mathematics System) and CAP (Continuous Advancement Program) are in use with about 50% of the students in each program. As time progresses we would expect the balance to change with CAP becoming the basic seventh and eighth grade program. The accelerated Algebra program continues to be offered to students of high ability.

A summer workshop in science was conducted by the staffs of the two junior high schools. The activities were related to the science continuum. A number of activities, of increasing sophistication, were designed to teach and reinforce concepts. We implemented the approach in September and are pleased with student response. With some modifications in design, we plan to extend the approach throughout all three grades by developing materials in subsequent summer workshops.

This year we offered BSCS (Biological Science Curriculum Study) to a group of highly motivated students in grade 9. The course has been well received by faculty and students.

The Social Studies Department continued its efforts to provide "on site" learning experiences as well as individualizing the nature of course offerings. Seventh grade students took a boat cruise around Boston Harbor and visited the National Seashore Park on Cape Cod. In grade eight, pupils visited Sturbridge Village in the Fall and the United Nations in New York during the Spring. Former Congressman Bradford Morse, Undersecretary-General, coordinated the U.N. trip by arranging tours and speakers. Ninth graders went to the Lawrence District Court and to Boston to visit the old and new State Houses and Faneuil Hall.

Plans are now underway to have a group of seventy-five students visit Washington, D.C. and Gettysburg, Pa., during the Spring vacation. Congressman Paul Cronin has arranged a private tour of the White House.

The Foreign Language Department introduced an orientation program in grade seven for students with reasonable predictability of success. An orientation to foreign language is offered in French and Spanish, consisting of ten weeks of one language and ten weeks of the other. Following the orientation period, assessment is made by students, parents, teachers and administration.

Those students in grade seven with high predictability of success in foreign language entered an intensive program in Spanish, French or Latin. The continuum in each language is being further detailed by the staff with a view of more adequate student and program assessment.

This past year brought about several changes within the Industrial Arts-Home Economics Department. An exploratory program was developed in the seventh and eighth grade to allow boys and girls to participate in woodworking, mechanical drawing, foods and hand crafts. Our approach, while still including some of the basic skills, is geared more to Adult Survival in the home, family and community situation-- Human Ecology. The program is career orientated and forms the basis for marketable skills.



The Art Department has installed two kilns which further expands the media available to students. Numerous art options including jewelry-making, stained glass, macrame, puppetry, sculpture and papier mache, are included in the program.

Physical Education teachers continue to measure students against models developed by the department. Every effort is made to take corrective action and prescribe appropriate activities for students who do not measure up to the norm. A wide variety of intra-murals is being offered to respond to pupil interests.

#### IV

The middle school years can best be described as a period of exploration. Each of our courses recognizes this important need. We have expanded the offerings in our sub-courses and enrichment program on a non-graded basis. In order to give some idea of the scope of the exploratory opportunities, the sub-course titles follow: Oceanography, Rocketry, Plant Science, Psychology, Logic, Science Fiction, Leadership, Creative Writing, Creative Dramatics, Cooperation and Conflict, Life in the Middle East, Theodore Roosevelt to the Depression, Word Play, Group Dynamics, Jobs in your future, Think Tank, The Novel, Interpretive Dance, Bottle Gardens, Cross Country Conditioning, Cowboys and Indians, Microscopes, Mathmagic Land, Knitting, Anatomy, National Parks, Line Design, Current Events, Audio-Visual Equipment, Knowing Yourself and Religions of America.



*Play fields at West Junior High are in constant use by large numbers of students.*



*"Bachelor survival" course at West Junior High, includes some of the "essentials" to maintain a kitchen.*



In addition to Industrial Arts, Homemaking and Arts/Crafts, the Enrichment Program offers Auto Mechanics, First Aid, Weight Watchers, Leather Crafts, Photography, Film Making, Reading for Pleasure, Theatre Arts and T.V. Drama.

Activities Week conducted in May allowed students to pursue their own interests. Over twenty activities were planned from an overnight trip at Pawtuckaway State Park to a visit at the Whaling Museum in New Bedford.

Over 1000 people attended our Chicken Bar-B-Que and Spring Open House. The program included a wide variety of activities which involved a large percentage of our students. In addition to the musical clubs concert and Art Festival, students produced foreign language plays, rocket launches, gym exhibitions, etc.

## V

Our parent Advisory Council has been very supportive and provides a vehicle whereby we can communicate with the public and vice-versa. They published "The WESTern Union", a newsletter, designed to inform parents of our program.

All parents were invited to meet "team members" in Grade 7 and counselors in Grades 8 & 9. The response was most heartening and both parties profit from such meetings.

## VI

As of September 1974, we plan to extend our "team learning" organization introduced in Grade 7 in 1973, to Grade 8.

In effect, two thirds of the school would be organized along Middle School lines with "team members" making decisions concerning professional personnel, non-professional personnel, grouping, time, space and inter-disciplinary curriculum materials. This type of organization provides unlimited flexibility whereby the needs of low, average and high achievers can readily be met.

Our space problems have had an unsettling effect on both students and teachers. With no relief in sight, class sizes will continue to increase and we will be using areas inadequate for a proper learning environment.

It is a privilege and a pleasure to be associated with a dedicated staff and faculty who approach their tasks with imagination and resourcefulness.

My appreciation also to the Superintendent of Schools, Dr. Kenneth Seifert and Assistant Superintendent, Mr. Edward Regan, for their continued support and encouragement.

# **BANCROFT SCHOOL**

*John A. Coyle, Principal*

Bancroft has received much acclaim for the unique design of the physical plant for the past six years. As an administrator I feel that I can be more actively involved with staff and students because of the physical openness of the school. This physical plant surely must receive accolades, but I am convinced that it is the high quality of the staff, professional and para-professional, that has made this a unique place for learning. The teachers, parents, and students must be complimented on their willingness to come together and interact to continually develop a communication system that has brought about a successful teaching-learning environment.

Basically, Bancroft has been a graded school with some cross-grading since its inception. Last year there was a multi-graded teaching team at grades two and three. This year there are two multi-graded primary teaching teams (Grades 1-2 Primary West and Grades 2-3 Primary East). The goal of these two primary teams is to expand the multi-grading across the primary grades. It was felt that this may take two or three years to accomplish, but significant steps have already been taken to make this a reality. Children in both primary teams are coming together for reading and math instruction. Integrated units planned through cooperative efforts of the teams will also bring children together for other subject areas. This effort has required much communication between the teams and the regrouping of students for skill instruction and development.

This year also is the first year that the guidance counselor and the school nurse are scheduled into each loft for instructional purposes. The nurse works in the areas of nutrition, safety, first aid, body functions, and disease prevention and care. The guidance counselor works in the areas of self-awareness, career development, and family living.

Both of these programs have been well received by the staff and students. The counselor and nurse also feel that this has expanded their ability to communicate with all students and offer more concrete help to teachers in dealing with all children.

The entire staff is involved in an internal evaluation of the programs we offer to students at the school. This evaluation will result in a statement of direction for the school and the establishment of new goals and objectives that we hope to achieve in the next few years. This direction and these goals will be shared with the school community before the close of school in June,

At the primary level, we are attempting to develop a model for parent involvement in the establishment and evaluation of school goals. Attitudinal surveys of students, parents, and teachers will be developed and these results will be examined by the parent-teacher evaluation committee. These results will be used in the development of future goals and objectives.

The present sixth grade will be the first class to have spent all their educational activity, except kindergarten, in an open space school. How well this facility and staff have met their educational needs and their social development remains to be seen. However, it is my impression that these students carry with them a strong understanding of basic skills, a greater sensitivity of their own self-worth and that of their peers than the average sixth grader would possess.

## **WILLIAM A. DOHERTY SCHOOL**

*Lois Haslam, Principal*

Since the people of Andover know better than I, through firsthand experience, of the events leading to the Doherty reconstruction, I shall foreshorten my report to begin with August, my appointment as acting principal of the New Doherty.

One of my first events was to meet with the school building committee. Consequent experiences with this committee supported my first impressions. Continually evident was their mutual dedication to meaningful educational progress. Their decisions were balanced by the prudent application of their own personal experience and a consciousness of public charge as well.

Early in July, Team Leaders spent a workshop period with Mr. Frulla and me working out their roles and responsibilities. Late in August the entire Doherty staff met again in an intensive workshop (in an intensive heat period, I might add) designed to implement team teaching. The highlights of these workshops included the adoption of team teaching, including a specialists team design, a set of plans for utilizing our flexible space, a mutually designed scheduling plan, and mutual school goals. One thrust is to continue an Open-Door emphasis--the Doherty School family as an extension of the community.

One visible result is the large core of parent volunteers who assist in Math, Reading, and Media. Still others come to lead clubs, a newly-adopted mini course program. Senior Citizens from the Haven come across after lunch at the East Junior High to work in Clubs. Numerous parents have taken our students on mini-trips to museums, theatres, or other places specifically related to a curriculum objective.

We look forward to a series of PTO February breakfasts, arranged to provide Fathers, in particular, with an early morning opportunity to come in to see the school in action as well as to talk informally with teachers and the Principal.

As you are well aware, children learn at different rates and through different fashions or styles. To match these rates and styles, our programs require a great variety of readily accessible instructional materials. Our space design allows us to accomplish this in a variety of ways.

By using our open space we have been able to arrange large skills banks centrally located to accomodate three or more grade levels. The midpoint downstairs forms a skills island from which students draw their materials for Math and Reading. Teaching spaces, large and small, circle about this central hub. Upstairs, the Learning Lab, a large centrally-located octagonal room, services grades four, five and six in a similar manner.

A new agent, the Math Lab, is now working in tandem with the Math Program. Within the Lab, carefully selected materials are matched with IMS objectives. This provides students with the concrete tools needed to reinforce or to extend their Math skills. Another renovation bonus has allowed us to locate the Lab in the Media Center, making it readily available to all grade levels.

Both Science and Social Studies are process-pivoted programs which require flexible grouping patterns. Our space allows for this shifting mobility of large and small groups of students. It also provides the capability of having several teachers work cooperatively in the same area to facilitate instruction. One drawback, however, is the burgeoning student population at the upper levels.

Overall, students and staff have adjusted well to our space within this relatively brief time span. I am enormously proud of the spirit and enthusiasm shown throughout the Doherty family. We hope to continue this kind of learning climate with an increased emphasis on exploring new ways to use our flexible space to maximum advantage.



# HENRY C. SANBORN SCHOOL

*Joseph M. Normandy Jr., Principal*

In this eleventh annual report from the Prinicipal of the Henry C. Sanborn School I will inform you of some very positive academic programs, express some needs, and discuss a growing trend that is distressing to observe.

The programs that have been introduced into the elementary school over the past few years have proven to be valuable additions to the curriculum.

The science and social studies programs provide teachers with an excellent basic course of study, one which can be supplemented with excellent results. The I.M.S. math program continues to be meeting the needs of most of the children. We do find, however, that there are some children who have need of a more structured approach to mathematics. In addition to the existing programs most children need re-enforcement in the essential skills and time should be devoted to drill work. The reading program, A.I.R.S., which comprises structural skills, individualized reading, Junior Great Books, and the literary club plus the linguistic approach to reading is progressing very well.

The fifth and sixth grades are cross grading using a system that was developed during an in-service course. In this structure certain classrooms have been identified as dependent or independent learning centers and teachers assigned to those classrooms. Children were identified as dependent or independent learners and all parents were notified and asked to participate in the placement process.

We have found that we can identify needs and meet those needs better by using this system than any other method of organization that we have tried.

This year Sanborn School and Lesley College have cooperated in two programs that provide assistance to the teachers of this school.

Lesley College provides a cadre of freshman women who come to Andover one day per week to assist teachers as classroom aides. Lesley College also places approximately twenty student teachers with us. These two programs, the Junior Student Teaching Program and the Freshman Core Program have been very beneficial to all participating teachers.

Kindergarten and grade one teachers from various elementary schools participated with me in developing a Developmental Learning Profile that will be used by teachers of those grades to assist in identifying the progress of children in these two grades. This standardized approach to the judgements that teachers have to make regarding their students' progress should be of great assistance to all primary grade teachers and parents. Teachers will use this material to assist them in developing judgement on the child's readiness to become involved with the more formal reading, writing, and arithmetic programs. Sections of the profile will be used to assess the child's physical development. Since readiness to participate successfully in the more formalized programs is greatly dependent on small motor development the teacher will, by using the profile, be able to form excellent judgements on the individual readiness of the child.

Sanborn School is participating fully in the re-cycling program that is going on throughout the town. We are piloting a program for the school system that is attempting to re-cycle usable paper, glass, and tin cans. Under the direction of one of the classroom teachers and the senior custodian, plus guidance from members of the re-cycling committee, we have been able to salvage over one thousand pounds of paper since the program began in November, 1973. We believe that this modest beginning can become a very worthwhile contribution to the town as a whole.

With regard to our needs, at this point in time I have just concluded an indepth assessment of programs. This assessment clearly indicates the need for more flexible spaces in the Sanborn School. In their reports to me the teachers have stressed the need for these spaces. We are locked into a physical structure that does not lend itself well to flexible grouping. It is the request of the teachers and myself that the school administration review with us our original request for flexible spaces. This is not to say that all dependent study areas should be opened up, these areas are vital to those children who need a structure of this type. However, there are children who need a more flexible environment then we can offer them at present.

Finally the growing trend that I wrote of at the beginning of this report refers to the increased amount of vandalism that I see beginning to occur in and around this school. I firmly believe that there has been more vandalism at this school during the past two years than in the previous nine years combined. Also, there has been more costly destruction this year than last.

This vandalism represents a considerable expense to the taxpayers. It also represents considerable inconvenience to the teachers who must continue to adapt their lesson plans when certain audio-visual equipment is stolen.

I believe that this school is not unique in being the target for vandals. I am quite sure that other schools are facing the same problem. If they are facing vandalism that approximates that with which we are faced, then the cost, system wide, must be prohibitive.

The cost, however, is really only one part of the concern. The overwhelming anxiety that I feel is for the growing social problems that are causing these aggressive postures that are being taken toward the symbols of our society. We must begin to address ourselves to this, the greater problem.

## **SHAWSHEEN ELEMENTARY SCHOOL**

*Isabelle Dobbie, Principal*

### **I. Shawsheen School Philosophy**

The philosophy of the staff of the Shawsheen School is to develop a quality educational program which is flexible, adaptable, and geared to meeting the needs of each child intellectually, physiologically, socially, physically, and emotionally.

We are committed to striving for achievement of the goals of the Andover School System and participating in the development of a school climate which promotes learning, fosters creativity and establishes respect for all individuals.

### **II. Administrative Organization**

The Shawsheen School became an I.G.E. (Individually Guided Education) school in September of 1971 and by vote of the Shawsheen School staff is continuing as a member of Project League under the sponsorship of the Merrimack Education Center located in Chelmsford. The four basic components of an I.G.E. program are:



*Shawsheen School Unit B Mathematics (IMS) Seminar*



*Shawsheen School Unit C Science Area*



1. Multi-age grouping of students.
2. The learning cycle.
3. Team teaching, planning and commitment.
4. Home-school communications.

### III. Renovations

The March Town Meeting's members voted the funds necessary for the Doherty-Shawsheen Schools Renovations. Before the actual renovation funds were approved, the staff had spent considerable time with Kenneth DiNisco of Hotvedt and Werner Associates discussing needs and making numerous suggestions which were incorporated into the final plans.

On April 2, 1973, the entire Shawsheen School body started a new life at the Bancroft School where we were graciously welcomed, comfortably housed, and amazingly successful! It was surprising how well this move worked. Naturally there were some inconveniences such as lack of Physical Education spaces on rainy days and changes in specialists schedules, but the temporary housing worked well due to the cooperation of all children, teachers, and parents of both schools and the overall planning by Dr. Seifert.

A special expression of appreciation is due the faithful members of the Doherty-Shawsheen Schools Building Committee, Ralph Crossan, Earl Efinger, Eugene Harris, Francis Bailey, Jean Chalifour, Vahey Gulezian, Robert Hamilton, Frederick Stott and Mrs. David Riddiford, for their efforts in achieving their goals.

### IV. Staff Growth and Development

A workshop for professional and para-professional staff members was held before the opening of school in September. The workshop agenda consisted of the following areas:

1. Orientation Process.
2. Philosophy of I.G.E.
3. Organizational Pattern.
4. Individual roles in an I.G.E. school.
5. Peer-Evaluation process.
6. Plans for orientation to renovated building.
7. Maximum utilization of space, resources, and time.
8. Evaluation of workshop.

Two workshops were sponsored by M.E.C. this fall. One was a Principal-Unit Leaders Workshop, the other was for representative teachers on Book-Binding and Cardboard Furniture Construction.

## V. Shawsheen School Opens

Our opening was a great day for children, teachers, and parents! The children were excited about their new surroundings; the comments taped on the first day as the children toured the building were expressions of pleasure at the colorful atmosphere, the new furniture and resources, and the separate cafeteria. At that time there were still some unfinished items, but the inconveniences were accepted because the important fact was that we were "home" at last in a vastly improved building.

Visitors have been amazed at the success of the renovations and those who were familiar with the "old Shawsheen" are truly impressed with the renovations because of the great gain of space and the general esthetic quality of the total renovation.

The renovation project has achieved the educational specifications described:

1. Four flexible teaching areas.
2. New I.M.C. area.
3. Separate gymnasium.
4. Combination cafeteria and multi-purpose room.
5. Lavatories on each floor.
6. Arts and Crafts Room.
7. Music Room.
8. New electrical system, improved heating and plumbing facilities, carpeting, painting, and acoustical ceilings.

## VI Volunteers

We are fortunate at Shawsheen to have a reliable core of Parent Volunteers who give their time in working in the AIRS, IMS, and other school programs. We appreciate the services performed by these dedicated parents.

## VII Future

We shall continue to work for the achievement of the goals of the Andover School System and are proud to be part of a school system which is concerned with the individual needs of children.

# **SOUTH ELEMENTARY SCHOOL**

*John Woodward, Principal*

An important step in the personal growth of an individual or in the total development of an organization is assessment. Sometimes this step is referred to as diagnosis. To have a high degree of validity, assessment must be done both from the inside and outside; that is, it must be both internal and external. It also must be a constantly on-going process.

When an administrator comes into an organization, as was my situation this past September, one of his (her) major tasks with the staff is to make an assessment of that organization. Under the previous administration, the South School staff had clearly articulated a direction. My task was to find out where the members of the School organization felt they were in terms of their development toward already established goals and objectives.

There are many methods to assess. We used a formal but rather simple problem identification instrument to identify our needs and concerns at this particular point in time. Then we compiled the results.

The problem which has the greatest concern for the greatest number of the staff at South is the one dealing with space in the school building. Space is wholly inadequate for the children particularly when they are with the specialists, many of whom have been added to the staff over recent years so as to increase the services to children. At South, children have speech and hearing therapy in the corridor. As there is no art room, children wait for the art teacher to arrive with her wagon of art supplies brought from the supply closet in another part of the building. Music classes, normally held on the stage in the cafetorium, are displaced at times by other teachers who need the cafetorium for large group instruction. (There is no space for large group instruction in the School other than the cafetorium.) Children watch filmstrips and film loops in the corridor outside the resource center as there is very inadequate space in that facility.

Space, on the second hand, is very inflexible at the School. Most all of the classroom space is cut up into the standard classroom size, and it does not lend itself to flexible groupings for instruction. We are doing a kind of teaching now which increasingly recognizes the tremendous diversity of children's needs. Individualization and small grouping of children gives rise to the need for differentiated staffing; and differentiated staffing demands space which can be small, medium, or large in size and both open and self-contained.



*South School - Developing Listening Skills*

Insufficient time in which to do well what we as a staff want to do well with children was a second problem defined. Additional time is needed to prepare for and hold more frequent parent conferences, to exchange information about students and to diagnose their needs; to evaluate, refine, and develop program; to articulate between units within the school building as well as between the intermediate unit at South and the Junior High so that children will have greater continuity in their educational development.

Though additional time is needed desperately, we know that increased time, by and of itself, will not guarantee improvement. There must be simultaneous efforts on our parts as teachers, tutors, aides, and administrators to improve our professional skills of teaching, diagnosing, assessing, planning, administration and communication. This third area of concern means that we need to use time and money already available to us in as productive ways as possible.

When dealing with children, this means finding ways of identifying as early as possible children with special needs and bring the appropriate resources to bear on the needs; this also means diagnosing and setting different objectives and structures for children with varying learning styles.

When dealing with program, this means improving our skills of assessment, goal and objective setting, and program development.



And finally, when dealing with ourselves as members of a School staff, we need to improve ways we can communicate when personality, educational philosophy, values, and style of teaching create obstacles to productive communication.

Assessment is a much easier task than the hammering out of desirable responses to the above concerns; and certainly much easier than the implementation. These latter two tasks are the ones which lie before the South School staff as we proceed into the second half of the 1973-74 school year.

## **WEST ELEMENTARY SCHOOL**

*A. Eugene Frulla, Principal*

The 1973 calendar year has concluded with a West Elementary School population of 839 students. In the past there has been many students at West from the Shawsheen and Doherty districts. Thanks to the renovation project at these schools, all children have returned to their home districts.

The present West School faculty is composed of the equivalent of 33 classroom teachers, 14 specialists such as art, music, guidance, physical education teachers, and tutors. There is the equivalent of 3.5 instructional aides and 7 teacher or clerical aides.

The major emphasis over the past year has been to devote as much attention as possible to the learning styles of children. We feel it is one of the most important aspects of the school. With the proper presentation of materials according to "how" a child best learns along with the presentation at the "proper" time, success should be guaranteed.

To accomplish this goal several environments have been established within the flexible facility. There are traditional classrooms, and low, middle, and high structure classrooms.

The major difference between the "traditional" and variable structure classrooms is the number of teachers with whom a child must interact. There is no doubt in our minds that some child interact better with one teacher rather than several teachers.

The fundamental differences in the structured classrooms is the amount of teacher direction. Some children must be led in a step-by-step fashion towards a concept. Some children are more prone to an inquiry and discovery approach to learning.

The majority of any elementary school day is spent by children learning and using basic skills. The West Elementary School functions in the same way with the Andover Reading and Math Programs consuming a major portion of any day.

The programs are individualized and, as a result, have helped us considerably with a major problem. There have been 127 new students who have entered the West School since January 1, 1973. Naturally, this number does not include the kindergarten class; it does reflect the high mobility of our present society. When approximately 15% of the population is new to the school, proper placement and proper instruction without individualized systems are nearly impossible.

As we look to the future, we do anticipate many new children at the West School. There are, at this time, several areas within the West School district slated for development in the next few years.

An annual report is traditionally a look to the past, but the future is always before us. The future holds great promise for the children of Andover and each of us. You may be sure that everyone at West Elementary School will do his utmost to maximize the potential of the future for each child.

## **A REPORT OF THE SPECIAL CLASSES**

*Steve Jankauskas, Department Head*

Andover currently provides four special programs staffed by professionals trained in meeting the needs of children with severe delay in mental development and in special programs for children with serious behavioral disorders. The major goals of these programs are to remediate learning and behavioral deficiencies to a degree which allows these children to participate in regular school programs and to provide them with social and vocational skills which will enable them to become productive members of the community. A wide range of specialists including speech and hearing teachers, an adaptive physical education teacher, guidance counselors, school psychologists, and mental health personnel from the greater Lawrence Mental Health Center provide supportive services to these students. Placement services and periodic student follow up and re-evaluation are provided by the newly established CORE Evaluation Teams.

# REPORT OF THE LEARNING DISABILITIES PROGRAM

*Pamela Kvilekval, Program Advisor*

The Andover Learning Disabilities Program serves pupils grades one through twelve in tutorial sessions four or five times per week. One hundred pupils in the elementary schools, one hundred twenty in the junior high and thirty seven in Andover High School receive tutorial services. The Learning Disabilities personnel screen all incoming pupils for possible specific language disability and give further individual diagnostic testing for pupils whose preliminary screening test shows a possible need.

Those pupils who exhibit mild perceptual problems that are interfering with their ability to read, write and spell are included in the linguistic classroom instructional program. These classes are taught by teachers who have received additional in-service training in the area of specific language disability. The methods and materials used in the linguistic classroom are the same as those in the Learning Disabilities Tutorial Program but modified and expanded for larger group instruction.

The Learning Disabilities Program Specialists conduct regular In-Service courses in Specific Language Disability and Specific Math Disability for Andover teachers, aides, and substitutes. Andover residents who wish to volunteer in the Learning Disabilities Program receive specific training via these in-service courses or in special courses designed for volunteers.

Two elementary schools are screening for specific Math Disability utilizing their trained staff and volunteers.

The Andover Learning Disabilities Program has received over \$52,000 in Title VI-B federal grants. This project demonstrates the efficacy of classroom remediation of mild to moderate specific language disability. In addition, federally funded teacher-training courses, taught by Andover Learning Disabilities Program Specialists, are sharing Andover's teaching methods for identification, prevention and remediation of learning disabilities with teachers and special education personnel with other school systems in the area.

Tutoring for children with Learning Disabilities has been offered as part of the regular summer-school program for four years. This past summer 107 pupils received daily tutoring; 83 in the Language Arts area and 24 in Math.

# REPORT OF THE MEDIA CENTERS

*Annetta R. Freedman, Program Advisor*

The media program in the Andover Public Schools is based on the premise that instruction (learning) can only be improved and/or enhanced through the increased and more effective use of instructional media.

In the modern Media Center, one notices a conspicuous multi-media atmosphere...

attractive, appealing surroundings

displays and projects of many kinds

a wide array of materials conspicuously available--books, magazines, films, filmstrips, filmloops, records, cassettes, videotapes, pictures--and a variety of equipment for easy use throughout the room

easy access--individuals, small groups, classes coming and going freely

many evidences that use is encouraged-- a "Do Touch" concept

youngsters busily and happily at work on a wide variety of projects, both print and non-print, producing as well as consuming

teachers in evidence--working with youngsters, planning with media staff, working on media projects for classroom use.

This is a word picture of over half of the media centers in the Andover Public Schools. We still have space needs in the East and West Junior Highs, Sanborn, and South. With the renovation of the Doherty and Shawsheen schools, the students and teachers now have Media Centers which are truly the hub of the schools.

The school media programs are essential to the development of a personalized approach to learning and to the creation of more humane schools. Our school Media Program is important to us because it contributes to bringing about significant change in existing school programs by making such instructional ideas as learner-centered as opposed to group-centered learning, flexible as opposed to permanent grouping, multiple as opposed to single sources of information-operational.



Media programs can only be evaluated on the basis of use. The ultimate test of accountability is visible evidence of media utilization. This can be seen at any time in the Andover School Media Centers.

The K-12 Media Program in the Andover Public Schools is one of the exemplary programs in the New England states cited in School Library Media Programs: The Combined Approach by the New England School Development Council and the New England School Library Association.

## **A REPORT OF THE PHYSICAL EDUCATION AND ATHLETIC DEPARTMENT**

*Richard L. Swift, Program Advisor*

The Physical Education Department continued to offer a large variety of services to the students of Andover.

Physical Education - the loss of one personnel in physical education hindered but did not deter the department from offering a more expansive program than ever before. Relating the teaching within physical education class to the outside world became more evident. Instruction in recreational activities and outdoor education were important additions to the program.

Adaptive Physical Education - continued to service under achievers. Progress of students has been satisfying to the student as he begins to achieve.

Intramurals - the activity program completed its first full year with over twelve hundred students participating. This provides many new activities, particularly for girls.

Interscholastics - Athletics completed a banner year both in number of participants as well as successful seasons. The boys continued their successful seasons, winning league championships in football, gymnastics, cross-country, indoor track and outdoor track, also basketball.

The girls continued their improvement with the field hockey team winning the league championship.

Overall, the Physical Education Department continues to look for new programs in order to meet the needs of all its students.

# A REPORT OF THE MUSIC DEPARTMENT

*Edward P. Grigoli, Program Advisor*

The goal of the Music Department in the Andover Public Schools is and will be: an integrative experience in the life of every child. In order to achieve this we must accept the following: Music is -

- an expressive art
- speaks a universal language
- serves as an emotional outlet
- develops social awareness
- provides personal satisfaction
- molds character
- stimulates creative power
- creates a need for techniques and skills

Music from K-G is becoming more of an integral part of the entire system curriculum. At all levels music specialists are working in teams with teachers of other subject areas which include social studies, language arts, science, mathematics, art, and physical education.

Performing groups have increased in popularity as substantiated by the number of students who have indicated interest by participation. Music experience for children in special education programs has generally been confined to singing and playing rhythm instruments. A music program for slow learners is a must. Since most of the children have not been exposed to the basic rudiments of music, receptivity for instruction must be evaluated in the following areas:

- a. learning notes
- b. time signatures
- c. reading music

Each child must also be evaluated by finding out the number of simple tunes he can sing and how well he maintains the correct pitches. Generally, the entire class is interested in participating in this evaluation.

Because of the nature of this instructional program, the instructor will only be able to work with small groups of children. This will necessitate a great deal of instructional time if we base our program on a total of approximately 30 children.

The use of pre-band instruments (records, tonettes, flutophones, etc.) in general music classes helps in the teaching of music reading, introduces children to instruments, stimulates their interest in instrumental study, and is worthwhile in determining a student's potential ability in playing an instrument of the band or orchestra. This leads naturally to specialized instrumental study at the intermediate level, available to students having the interest, talent, and aptitude for it.

Intergrating music in the school, home and community is of vital importance. This should include parents in planning programs at school - conferring with parents about family music at home - encourage discriminative listening to concerts, radio and television programs - suggest singing or playing regularly with musical friends - involve home and school on constructive musical projects - invite capable soloist and groups to perform in our schools - provide opportunities for children to contribute to the improvement of the school music program by participating - assembly singing, choral groups, bands, orchestras, dance, drama, small ensembles, etc. - reviews of units of work, including music studied or created - presentation of programs for educational and entertainment purposes.

Above all let us always seek to make music a rich experience in creative sharing.

## REPORT OF THE ATTENDANCE OFFICER

*Richard O. Aumais*

I am submitting my report as Attendance Officer for the year 1973:

Truancy cases reported	48
Truancy cases investigated	48
Actual truancies	45
Out-of-town truants apprehended	8
Home visits	61
Prosecutions--Lawrence District Court	1

# A REPORT OF THE READING DEPARTMENT

*Theresa G. Murphy, Program Advisor*

"Separate your reading skills program from your leisure reading program, structure the skills systematically, orient them for an individualized or teacher-guided approach, and you'll be putting on AIRS! The Andover Reading Department has reason to put on airs about AIRS as it has created a comprehensive and efficient reading skills program."<sup>1</sup>.

An analysis of both standardized reading tests and attitudes toward reading substantiate the success of the program. Children in Grades 1-6 did significantly better in standardized tests than the national norm.<sup>2</sup>.

Locally developed tests validate these findings. For example, the majority of students in grade 4 last year needed instruction in Phonetic Skills (Word Study Skills). This year a minimum of 4th graders in each school required study in Phonics. In addition, more than 300 students have mastered all levels of the skills program in one or more areas.

The first group to begin the skills program in the first grade are doing exceptionally well in Phonetic and Comprehension Skills. Also, many children who have mastered a skill at one level, achieve mastery in that skill when pre-testing at the next level. (i.e. working in Following Directions Level VII usually assures mastery at Level VIII.) This indicates that when a student has learned a skill at a specific level this knowledge can be transferred even when the vocabulary is at a higher level.

1.

"Andover AIRS Complex Reading Program" Individually Prescribed Instruction Monthly Report on Individualization in Education, Vol. 5, No. 4, (February 1973) New York, New York

2.

Recent analysis indicates the effect of the program on achievement was better than a half standard deviation unit in Word Study Skills and one-third of standard deviation unit in Paragraph Meaning.



We anticipate that the number of AIRS "graduates" will increase each year. For those children no longer in the skills program and exceptional readers, we have developed a comprehensive literature program. Multiple copies of the Newbery and Honors Award books have been purchased for each elementary school. Guides for their use were provided by the reading department. Additional reading books for classroom libraries have also been purchased and Individualized Reading Cards are available from the Reading Office.

Parents report that their children are reading more books than ever before as a result of the interest created in school. This would seem to be the best evaluation of the success of our reading program.



*AIRS Program Shawsheen School Unit B*

# REPORT ON THE WORK-STUDY PROGRAM

*William J. Igoe, Vocational Counselor*

## Philosophy:

The Work-Study Program at Andover High School is designed for students who: a) have financial need to either assist his/her family or need to raise funds to finance their post-secondary education; b) may desire to enter the world of work in a career-related area prior to graduation; c) may otherwise be a potential "drop out" before completing his/her secondary education.

## Objectives:

1. To find all the potential jobs in the Greater Lawrence area.
2. To list the facts about each job.
3. To attempt to match the person to the job.
4. To incorporate all jobs within the framework of the Youth Employment Service.
5. To see that students have the necessary working papers.

One hundred and ninety two girls and boys at Andover High School participated in the Work-Study Program for the academic year 1973-1974. Students have worked in approximately thirty occupational fields such as Advertising, Automotive Service, Banking, Construction, Dry Cleaning, Food Service, Electronics, Graphic Arts, Hospital Service, Hotel-Motel Management, Insurance, Retailing, Printing, Supermarkets, Transportation and the U. S. Government.

During the first week of school of the current school year, eighty-eight students have already registered for the work-study program. At the present rate the total enrollment should exceed those of last year.

# REPORT OF THE SPEECH AND HEARING DEPARTMENT

*Josephine M. Broadbent, Speech and Hearing Specialist*

It is the goal of the Speech, Hearing and Language Department to provide speech, hearing and language programs for the communicatively handicapped children that will enable them to improve their communication skills in order that they may function within their environment according to their physical, intellectual and emotional potentials.

Screening and diagnostic procedures are provided which will identify those children within the school population Pre-K through 12, who are in need of these services. Therapy classes are conducted for those students whose testing indicates a need for special therapy according to their needs. These services are also extended to pre-school children and children who attend private schools in Andover.

The Speech, Hearing and Language Program in the Andover Public Schools has recently been published and is available to parents and other interested persons through the therapist and librarians in each school.

The Speech, Hearing and Language Department has also been working on a Communication Handbook for Parents and Teachers of the Pre-School Child and hope to have it available for parents and teachers in the near future. It is the hope of the department that through this book, answers will be provided some of the questions parents may have regarding their child's speech, hearing or language problems and thus alleviate some of the anxieties they may have.

Guidelines and activities have been provided to help create a good speech environment that will allow the child to grow and develop into the person he is potentially able to become.

## ANDOVER PUBLIC SCHOOLS - ENROLLMENT FOR JANUARY 2, 1974

<u>SCHOOLS</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>S.E.</u>	<u>P.G.</u>	<u>TOTAL</u>
Bancroft	57	65	79	86	84	95	89							6		561
Doherty	59	83	70	81	110	105	90									598
Sanborn	41	61	72	72	84	83	81									494
Shawsheen	46	59	51	62	53	59	45									375
South	66	69	70	75	93	66	87									526
West Elem.	81	106	112	115	123	130	136							26		829
East Jr. High								241	254	237				4		736
West Jr. High								270	296	291						857
High School	—	—	—	—	—	—	—	—	—	—	488	469	438	2	3	1400
	350	443	454	491	547	538	528	511	550	528	488	469	438	38	3	6376

Elementary	3351
Secondary	2984
Special Education	38
Post Graduate	3
	<u>6376</u>

# PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS

*Pamela Kvilekval, Pupil Personnel Administrator*

The Pupil Personnel Administrator coordinates all programs for children with special needs.

Those children who have problems in behavior, learning, speech articulation, physical handicaps, vision, hearing, perception problems, acquisition and social and cultural problems may be considered as having special needs above and beyond the regular educational program. Programs that meet these needs have been operating in Andover for many years. With the introduction of the new special education law we see an increase in the services of many of these programs and most especially in the area of complete diagnostic evaluation of the child's needs and of the education plan to meet these needs. The diagnostic personnel and the programs are as follows.

## *C.E.T. CHAIRPERSON*

*Steve Jankauskas  
Lowell Canovitch*

The chairperson coordinates the activities of the Core Evaluation Team with schools, parents and outside agencies.

He is responsible for ensuring that all facets of the child's evaluation is performed and an appropriate educational plan is formulated.

The chairperson may provide assistance to teachers with special needs children in their class, through consultation or in-service.

## *THE HOME VISIT*

*Marjorie Penkus  
Elizabeth Serbagi*

A home visit is conducted with each family whose child is referred for a full core evaluation. Pertinent factors about family, social, environmental, health, and developmental history are obtained.





## *ROLE OF THE SCHOOL PSYCHOLOGIST ON THE CORE EVALUATION TEAM*

*Robert Deacon  
Miles Wasserman*

The role of the school psychologist has many facets. The main responsibilities of the school psychologist are in evaluation and assessment. The evaluation and assessment process involves the administration of a battery of psychological tests with a report and recommendations. Among such tests might be included those for intelligence, social and emotional adjustments, perceptual motor, maturation, achievement and special aptitudes and interests as well as other specialized tests as indicated.

The school psychologists may also be involved in parent and teacher groups, classroom observations, in-service programs to principals, and teachers, visits to agencies, clinics and hospitals. He also serves as liaison between school and outside agencies, and makes recommendations for individual educational plans.

## *EARLY EDUCATION PROGRAM - 766*

*Charlotte LaPointe*

The early education program will provide a variety of services for three to five year old children and their parents. The approach is one of human services, i.e., health, social services, early screening and identification of special needs. The primary thrust of the program will be to provide an in-classroom setting for the child with special needs who is not so substantially handicapped that clinical placement is required. The goals of the program include direct service to the child, and the following services to parents:

1. home visits to discuss child management and training.
2. providing opportunities for parent-to-parent contact, workshops, discussion groups.
3. drawing parents into the classroom at least one day a week to familiarize parents with the child's educational program and to assist the parent in following the child's progress.

In addition to the parent services listed above, the early childhood program will assist parents of substantially handicapped children in locating agencies and facilities which can offer the most appropriate clinical services for their child.

*TITLE III          STUDENT-TEACHER-RESOURCE-INTERN PROGRAM*

*Coordinator: Joseph Hagan*

A resource room, staffed by a resource teacher trained and experienced in working with children with special needs and an instructional aide, are available in both East and West Junior High Schools.

Pupils who require additional services not covered by existing programs are referred for tutorial assistance provided by the teacher, the aide or High School Interns who have undergone a comprehensive training program.

*TITLE VI-B*

There is a federally funded pilot project that will provide tutorial services to children with specific mathematics disabilities.

The project will be undertaken in Doherty and South Schools during this school year.

*PHYSICALLY HANDICAPPED CHILD*

Andover presently provides a program for severely physically handicapped youngsters in collaboration with the School Departments of Lawrence, Methuen and North Andover.

The class is staffed by a teacher who is also a Registered Nurse and an aide. Program goals place an emphasis on physical therapy and individualized academic instruction.



